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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Educate for Hazards

THERE are two varieties of copepods on the North Atlantic coast. The coliquid lay sixteen eggs and the lernæa lay four thousand eggs. The sixteen eggs of the coliquid produce as many mature coliquid as the four thousand eggs of the lernæa produce mature lernæa.

The coliquid have practically no hazard, and each egg produces a mature fish. The lernæa have infinite hazards, and four thousand eggs do well if they produce sixteen mature fish.

Why this difference in hazard? The coliquid deal with fish on the surface of the ocean with practically no enemies. The lernæa deal with fish deep down in the ocean where enemies are innumerable. It is easy for the sixteen eggs to produce sixteen mature fish, but mighty difficult for four thousand eggs to produce sixteen mature fish.

The range of hazard is as great in the complex of human nature as in the copepods. There is no possible way to know whether one's social and industrial enemies will be negligible because one deals with enemies that are on the surface, out in the open, or deep-dyed villains.

The great mission of education is to have children and youth appreciate the importance of living in the open, of avoiding situations that go to the depths of temptation. Herbert Quick and William Allen White in writing frankly of their boyhood life said there were all sorts of evil companions, and their choice of the better way was because those who went to the bad had no interest for them.

Safety is in being with comrades who have no deep-dyed mysteries. It is a vital part of education to know the tastes and tendencies of the comrades preferred by boys and girls. Education is not in what the teacher has children learn from books, but in the all-round influence of home, school and community in inspiring boys and girls to deal with temptations that are clearly discernible, avoiding the deep ocean depths where hazards are innumerable.

All of the United States fisheries boats are named for birds, and all of the United States lighthouse tenders are named for flowers.

Prompt San Diego

WILLARD E. GIVENS, assistant superintendent of Oakland, was elected superintendent of San Diego on February 3, to succeed Dr. W. J. Cooper, who resigned to become state superintendent of schools on February 1. Mr. Givens is one of the best known of the younger school men of California. It was quite exceptional for a city Board of Education to elect a superintendent as soon as the predecessor retired from office. Mr. Givens has had the best of training in administration under the guidance of Dr. Fred M. Hunter at Oakland.

Two city superintendents have found snags in the senior high school conditions. Danger signals may be needed.

Arizona University

THE complications which have led President Cloyd H. Marvin to retire and an important minority of the Board of Regents to resign are the most professionally distressing of recent times, Whatever we may think of the causes which have thus culminated we sincerely hope that the entire change in management may demonstrate that their critics have misjudged their motives and that they can make a great university. We have no anxiety for the professional future of Dr. Marvin. He is the fourth president of this university whom we have known to be dealt with rather roughly, and each of the other three is famously successful elsewhere, and Cloyd H. Marvin has a scholastic and professional equipment magnified by an energetic personality which can but open other opportunities.

New York City pays its superintendent of public schools twenty thousand dollars a year. Of course, that would not be anything for superintending a big business that was not half as big, but it is highly creditable to New York City.

Notable Educational Service

WHOEVER travels among live educational institutions throbbing with high aspirations for philanthropic service hears much about the P. E. O. achievement. In every section of the country there are P. E. O. Chapters. Boston has its chapter; yes, and my home city of Cambridge has its P. E. O. Chapter, though, of course, it is of Iowa birth and Mississippi Valley pasturage.

Thirteen hundred and seventy-five young women have had higher education because of the P. E. O. and its invested fund of $352,000, which is loaned—never given—to girls of scholastic promise whose school career would end but for such aid.

The P. E. O. is the second oldest national "Letter Society," having been organized by seven college girls in Iowa Wesleyan College, at Mount Pleasant—Mary Allen, Alice Bird, Hattie Briggs, Virginia Coffin, Suela Pearson, Frances Rhodes, and Ellen Stewart. It was formally organized January 21, 1869.

Though I had known Iowa as early as 1875, it was not until 1883 that I began to know Iowa and the educational institutions intimately. Then I heard those magic letters floating in college atmosphere, but they meant nothing until at college commencements East and West, and North and South honor students were referred to as of the P. E. O. Sisterhood. When I found chapters of the P. E. O. in Boston and Cambridge, and chapter officers in Medford and Melrose, in Newton and Somerville, I became genuinely enthusiastic over the service rendered by this sisterhood which was in swaddling clothes when I first heard these letters floating timidly on the air beyond the Mississippi.

Mrs. Mary Allen Stafford of Muscatine, Iowa, is the only one of the seven founders who is now alive, but until November 20, 1926, Mrs. Alice Bird Babb was also alive. It was quite thrilling, when, as late as May, 1926, two of the seven girls who created the sisterhood fifty-six years before were present at a founders' day.

There are now thirteen hundred chapters in thirty-six states and one Canadian province, and the membership is nearly forty thousand.

The P. E. O. Sisterhood is made up of women on the same social plane, and is, as its name implies, a sisterhood, an organization in which its members are bound in a very close tie of friendship, in a bond even as sisters.

The organization has fine traditions, a long and splendid history, and a devotion which promises much future achievement.

The official magazine is the P. E. O. Record, published monthly and furnished to each member.

The objects and aims of the P. E. O. are:—

"To seek growth in knowledge and in culture and to obtain all possible wisdom from nature, art, books, study, and society, and to radiate all light possible by conversation, by writing and by the right exercise of any talent we possess.

"To aim at self-control, equipoise and symmetry of character, and temperance in opinions, speech and habits."

George C. Carroll, principal of the senior high school, Terre Haute, Indiana, succeeds Superintendent J. O. Engleman of that city.

School Hygiene Service

By A. E. WINSHIP

THE public schools are "delivering the goods" in a way that no one thought possible a few years ago. The day has gone when the modern public will be satisfied with the old-fashioned idea that any amount of book knowledge, however scholastic, will represent education.

Education must educate, must create something highly important, something that will function every day in some way, physically and mentally, civically and socially. It is not a bread-and-butter education that is desired, but the public will demand more and more that the product of the school shall function in ways worth while. It is not that the public wants children to learn to earn, but it does want the schools to have their products good and good for something.

Just now the emphasis is on health of boys and girls.

Nothing new has standing in the court of common sense unless it meets a real need in a real way. Health promotion in school has demonstrated its service to children and to the community as completely as the automobile has demonstrated that its speed is greater than that of the horse and its power greater than that of oxen.

School hygiene is helping to prolong life, is helping people to enjoy living while they live, to accomplish more with less nervous strain and best of all makes people more comfortable to live with. School hygiene reduces community deaths from preventable diseases. In a New England city of less than twenty thousand population a study was made of the deaths for the five years since school hygiene began functioning wisely and well. The reduction in deaths from preventable disease was remarkable. Dipththeria and tuberculosis cases were reduced almost miraculously. A similar study was made in two other New England cities of the same general character where school health work was merely perfunctory and the reduction was slight.

In a large Southern city where school health work is stressed intensely the reduction in five years of school children with defects due to disease has been marvelous. Special health demonstrations have been made in various sections of the country with the same results.

It has been scientifically demonstrated that human life in the United States has been lengthened materially and that sickness and deaths of children have been reduced since school hygiene has been magnified and modernized.

The financial significance of this is wonderful. It is now quite clear that school hygiene can be made to pay the entire cost of the public schools. It is well known that school health crusades affect every home in a community, improve working conditions in mills and factories and help to modernize city sanitation. When children become interested they get results in every way, and this has never been better demonstrated than in the case of school health activities.

Save the life of a child under six and you add twenty years of industrial, commercial or professional income to the country. This average is sure to be a direct financial benefit of a thousand dollars a year for twenty years per child saved. Make the saving of a child's life as universal as it is where school health work has functioned for five years and the saving would be half a million lives a year. This would be ten billion dollars a year, which would pay the public school bill.

The same type of work is sure to extend human lives five years in the near future. This would add five years, or five thousand dollars, to the human working force of several million Americans, or five billion dollars to every million citizens whose life was thus prolonged. This alone would pay the entire cost of the public schools.

That there is already a large financial factor involved is easily seen. Soap manufacturers realize that school health promotion is adding immensely to the use of soap, and we are reliably informed that these manufacturers are contemplating devoting nearly a quarter of a million dollars a year to the promotion of cleanliness as a pure matter of business.

One of the largest life insurance companies in the country fully realizes what it will mean to them to have the life of the holder of a policy extended even one year, and has for eighteen years made health education part of its business.

This merely incidentally confirms the general statement that as a business matter the schools are rendering a vast financial service to the country through their health programs. Fortunately this work does not reduce the effectiveness of the student in learning to read, write and cipher.

There is as much culture in loving clean hands and a clean handkerchief and in knowing what to eat as there is in avoiding a split infinitive.

Belding's Page

STARCH

HYGIENISTS are agreed that one of the greatest experiments ever undertaken in the field of nutrition began about seventy-five years ago, with the invention of white flour. By eliminating minerals and other valuable food-elements from the flour, making it pure and white and mostly composed of starch, the inventors subjected a large part of the human race, involuntarily and unknowingly, to a change of diet which has tended to starve certain parts of the body.

Dr. Harold De W. Cross, who is in charge of the Forsyth Dental Infirmary for Children, in Boston, recently told the members of the Massachusetts Schoolmasters' Club that the human race might, in the course of time, learn to get along entirely on a diet of starch; but it wouldn't be the same human race it is now. For example, it would have no bones, no hair, and no teeth.

Isn't it just possible that the thing that ails a large part of civilization, right now, in a figurative and spiritual sense, is the substitution of starch for bony substance? Diet may have something to do with this. Perhaps more than we think. But if we realize this we probably are not so far gone along the starchy way that we cannot eat a bit of orange or even of spinach now and then, to save ourselves physically.

But in a figurative sense—are not a lot of people very much like a starched collar, smooth and firm appearing, but ready to wilt at the first dash of cold water or the first sign of perspiration; pliable in response to the first pressure; in fact, not the firm, sturdy fabric it pretends to be, but a glossy imitation.

The educator's job is to substitute mental and moral calcium for starch. And he must do it quietly, by stealth. It won't do to be found out. The public prefers starch.

TRUTH ABOVE FACTS

A FACT in itself may have little importance. Only in its relation to other facts does its real significance appear.

An individual who is a walking encyclopedia of facts may be as ignorant of the truth which those facts imply as the babe in the cradle.

To gather facts is to perform a useful function. But it is only to prepare the way for the interpretation of those facts, a distinctly higher and harder process.

The reason for the common saying that statistics lie is because statistics are usually a collection of facts showing only certain phases of the truth.

No need to glory in facts. No need to worship them. They are a necessary evil. During many centuries the race tried to get along without them. Then it started piling them up until now it has many more than men know what to do with.

To penetrate through facts to the truth behind and underneath them is to get wisdom.

HOME LESSONS MORE OR LESS

PROTESTS arise from time to time regarding the length and difficulty of home lessons. Parents complain that assignments are unreasonable. And not all parents are unreasonable in these complaints, though, to be sure, some are.

A daily newspaper called attention editorially to a case where a teacher of French in junior high school had directed each pupil to write out a set of French sentences, one evening, to a total of 3,000 words, or the equivalent of about three columns of newspaper type! The father of one of the pupils affected by this inhumane requirement wrote a letter to the principal, in which he said he would take the matter into the courts before he would permit his child to perform that work. He need not have gone so far in his utterance. The principal recognized that the teacher had been carried away with an inflated notion of the importance of her pet study.

Of course, there is laxity in the average home, and there are many distracting influences at work, leading to the slighting of home lessons. That is the other side of the picture. Millions of homes fail to provide any place where Tom or Mary may study without molestation. Supervised study in the schools is a partial solution.

But in those schools which still find it desirable to give out home work, the amount and difficulty of that work should be carefully supervised. If possible, the assignments of different teachers should be co-ordinated, lest several at once impose heavy demands.

If the schools do not get after this matter of properly measured home lessons, the public will most surely start a revolt—with effects which may easily be too sweeping.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

III — Better Late

To the Principals:—

There is a persistent feeling on the part of some members of the school committee that the pupils in some schools frequently absent themselves from school rather than go to school tardy. It has been stated positively that pupils who have nearly reached the schoolhouse when the last bell has rung, have turned around and gone home or played truant because of the fear of punishment for being tardy.

Tardiness is a difficult thing to overcome. It is a problem which needs serious consideration. The co-operation of teachers and parents is necessary for its solution. but probably the greatest help in reducing tardiness is the co-operation of the pupils themselves.

There is no one thing which will work well in all schools in handling tardiness and absences. It would help if principals would exchange with one another their methods of dealing with these things.

It is doubtful whether corporal punishment is ever justifiable in tardiness cases. For one thing there is too much possibility that it will result in an increase in absences. Tardiness is very often the fault of the parents instead of something for which the children are to blame.

The per cent. of attendance so far this year is not as high as it should be. We have two attendance officers. No other near-by city of our school enrollment has more than one. We have three school nurses. With the possibilities for follow-up work our attendance ought to be better, and this is especially true this year, which has been free from any serious epidemic of sickness. With our present school membership a difference of three per cent. in attendance for the year makes a big difference in computing the efficiency data of administration.

The average per cent. of attendance should be not lower than ninety-three. The last monthly reports show a much lower figure, and the monthly reports of many of the schools show a consistently lower figure throughout the present school year.

I suggest that you examine the attendance records in your schools and that you make a strong and continuous effort to have the records improved from now on.

The fact that an attendance of less than 96 per cent. of industrial workers is regarded as inexcusable by the business world is something which should cause school administrators to devote serious thought to the subject of attendance, and the fact that our record of school attendance is better than that of the average city is no reason why we shouldn't better our own record.

Personality

BY EDGAR A. GUEST

You may know just as much as the other man knows,
You may go just as far as the other man goes,
You may be just as strong, just as clever, as true,
Yet somehow or other he wins over you.
And you cannot see
Why this difference should be,
When you know in your heart
You're as able as he.

The difference is not in the things which you know,
It is not in the skill or the force of your blow,
It is not in the work you are able to do,
It's in the personality labeled as "you."
The thing you don't see
Is the manner which he
Always at his best
Makes the effort to be.

He is keen and alert, with a light in his eye,
A smile and a word for all men who pass by.
He wins their affection and values it, too;
He makes his life stand out, and just so could you.
But you scowl and you sigh
And when strangers are nigh,
There's no warmth in your grip
And no light in your eye.

It is not what you know which will carry you far,
It's not what you can do, but it is what you are.
Improve your mind? Yes, with the books on the shelf,
But give time and thought to improving yourself.
Make the effort and plan
To be that sort of man
Which the world loves to honor
Whenever it can.

- National League of Teachers Associations Bulletin.

New England's Future

By PAYSON SMITH

Massachusetts Commissioner of Education

[A Message Broadcast by Radio, February 3, 1927]

WE OF New England are today 7,500,000 people, with the same historical background, the same social ideals, the same racial composite, the same economic foundations, working with the same common tools for the same common ends. Of all these tools, none is more potent, none more commanding than education.

In these states are 50,000 teachers, here are 1,500,000 of children in public and private elementary schools, here are 300,000 youth in public and private high schools, here are 15,000 young men and women in teacher-training institutions, here are 60,000 enrolled as full-time students in colleges and technical schools that are unsurpassed in quality in this country or indeed in the world, while tens of thousands of others are in extension and other part-time forms of education. These impressive figures represent an enterprise with which and through which New England must and will look forward.

Through education New England looks forward to a wider diffusion of knowledge among the people. This is essential to our civic and economic well-being. In a democracy where the people rule there must be wisdom among the people. In such a case schools are the first essential. What is true of civic life holds true of economic life as well.

Among a people advanced in education there will be increased and better productivity on the one hand, and a larger consumption of more desirable products on the other. Along with New England's economic development of the past has grown up a citizenship highly intelligent and efficient in production and of equal quality in its capacity as consumer. If business would prosper in New England it should pay heed to education.

New England looks forward through education also to the improvement of its technical undertakings through the application of science. Nothing whatever is now exempt from the operation of the scientific method. Technical education of all sorts, in engineering, agriculture, trades, homemaking, and business, is recognized as pointing the way and the only way to progress.

New England looks forward through education to the better social adjustment of her people. I am not among those who are disturbed by the alleged destruction of American ideals by the immigrant. True, of the 7,500,000 people who live here, 2,000,000 are foreign born. Of this problem, if it be a problem, I have only this to say; that our country will be the richer to the extent that it conserves the finer contribution that the immigrant has in his power to give. On the other hand, education that looks to the civic solidarity of a people and would promote its essential social unity must provide for the children of all the people a training that will develop a single-minded loyalty to a common ideal. If the integrity of the American people as a people is to be saved, then the ideals of American life must be so taught as to inspire respect, love and devotion for them.

Without apology, let our schools, therefore, teach in splendid, glowing fashion the things that have made New England and America what they are. "Preserve the epics of a race and you preserve the race," someone has said. And how happy are we in the material in our hands. What legend of olden time can be more thrilling than the records of the discovery and settlement of our land? In all time was there ever any episode more fraught with meaning for a people than the coming of the Pilgrims to these then forbidding shores? What story of any war, ancient or modern, can match that of our revolution?

One need not nourish an ancient grudge in teaching the children of a nation what transpired when the American colonies came to the reluctant conclusion that they must break the political ties that bound them to Europe if they were to establish liberty for themselves and for their children. Every American child, whatever his parentage, has as a part of his birthright the privilege of hearing the story of our constitution and its making. Nothing in the foundation of any government, ancient or modern, can be found to match it.

The development of this nation in the constitutional era is a series of episodes often dramatic, sometimes spectacular. The exploration and settlement of the Northwest, the migration of '49, the conquest of a continent through transportation, the harnessing of steam, and water, and electricity, the creation, and now the coming control, of the machine age, the conquest of disease—our land has indeed been the vast theatre in which has been enacted a drama more magnificent than has ever staged the accomplishments of men. In these, New England has played not only a large part, but often a leading one. It is the business of our schools to provide our children with such knowledge of these things that they will be

proud of their heritage and determined to deserve it.

Education, moreover, needs so to lead into a common citizenship the immigrant and his children that there shall be a common and a supreme loyalty which no secondary loyalty shall weaken. If education shall do its duty, if it shall discharge its responsibility to the whole, the time will come when no successful appeal can be made to a hyphenated vote or to a hyphenated loyalty.

New England must not and will not look to the promise of her future in any selfish or sectional spirit. A part of a great nation, she will fill her place as she has filled it in the past, worthily and well.

Heinrich Pestalozzi

By MARIE WIDMER

When Johann Heinrich Pestalozzi was but five years old his father, a surgeon, died, leaving the family in very humble circumstances. However, the mother, an unusually devoted and intelligent woman, managed to bring up her family with the aid of a faithful servant, "Babeli," to whose sterling qualities Pestalozzi paid full tribute in later years.

Young Heinrich did not distinguish himself at school. His teachers admitted that he excelled in grasping principles, but deplored a lack of accuracy and thoroughness in details. The boy received many lasting impressions during his vacations spent with his grandfather at the parsonage of Hongg. Heinrich accompanied the old gentleman when he visited the peasants and the poor, and being an observant boy he soon began to feel the injustice of the social conditions among the country population.

At the age of fourteen years Pestalozzi entered the higher schools of his native city and Johann Jakob Bodmer, the noted translator of Milton's "Paradise Lost," was probably the most influential among his teachers. Bodmer as instructor of history and politics succeeded in animating the youth of Zurich for lofty republican ideals.

"Emile," the educational novel by Jean Jacques Rousseau of Geneva, made its appearance in 1762, and the new ideas expressed therein were enthusiastically shared by Pestalozzi. However, young Heinrich's sympathies soon brought him into conflict with the authorities. He was considered a dangerous revolutionist and his prospects for a career became bad. He failed in his examinations for the ministry. He then tried law, but gave this up, too.

Presently Pestalozzi became interested in agriculture and in 1768 he ventured out as a farmer himself. With the help of some wealthy friends he purchased land near Birr in Argovie, and there he built a dwelling house and a barn which he christened "Neuhof." In the fall of 1769, even before the home was completed, he married a friend of his childhood days, Anna Schulthess, a beautiful, high-minded girl, daughter of wealthy neighbors, whose parents had strongly warned her against this union with the idealistic, but far from practical Pestalozzi. In the subsequent hard struggles of her husband Anna ever assumed her full share, and for forty-six years she was his faithful and never tiring partner.

An only son, Jacob, was born to the couple, and in a diary known as "Father's Journal," Pestalozzi noted whatever seemed of importance to him in the development of the child.

Pestalozzi's agricultural enterprise at Neuhof ended in financial disaster. But instead of becoming downhearted by his failure he opened his home as a refuge to poor children. Hoards of hungry, begging children walked the highways at that time, and Pestalozzi and his generous-hearted wife gathered these waifs around them. They were taught how to work in the garden and in the fields and were instructed in weaving and spinning.

While many of these children loved Pestalozzi as a father, others, after receiving nourishment, clothes and instruction, proved ungrateful and ran away, or their parents claimed them. Nevertheless, three years after the establishment of the Neuhof Home and Industrial School for children, the settlement numbered thirty-seven pupils and twelve employees. However, expenses for this big household grew in no proportion with the slender income derived from farm products and weaving, and after a valiant struggle of five years Pestalozzi had to close the school. His wife, whose fortune had already been mortgaged, was sick, and his friends had lost confidence in him—he was alone in his misery, on the verge of utter despair.

Gradually hope revived in him and he began to write "The Evening Hours of a Hermit" and the book "Leonard and Gertrude." The latter brought him almost instantaneous fame; it was read, quoted and admired in all circles, and the much-ridiculed Pestalozzi became suddenly a celebrity. The Economical Society of Berne sent him fifty gold pieces and a gold medal with the inscription "To the best citizen," and Queen Louise of Prussia, after reading the

book, is said to have declared that she would like to go to Pestalozzi personally and tell him: "In the name of humanity I thank you."

"Leonard and Gertrude" shows what a good woman can accomplish. The heroine of the story, by her industry, common sense, frugality and kindness, changed a family and then a whole village.

The essentials of Pestalozzi's doctrine on education are laid down in this book, and the home is pictured as the centre of influence, from which a regeneration is brought about.

In the year 1798 Switzerland was torn into the whirl of the revolution, and Bonaparte proclaimed the Helvetian Republic. The thirteen old states were dissolved and united with the subject territories under one central government, but the old democracies in the region of the lake of Lucerne did not yield. With inimitable heroism the mountaineers from Schwyz and Unterwalden opposed the invading armies. As a result men and women were massacred by the infuriated French soldiers and hundreds of children became homeless.

Into these desperate conditions the Helvetic Government sent Pestalozzi to the rescue of the orphans. He went and in his memoirs of his sojourn at Stans in Nidwalden he said: "I went, I would have gone to the hindmost cavern of the mountains to come nearer my end, and now I really did come nearer it. But imagine my position—I alone, deprived of all the means of education; I alone, superintendent, paymaster, handy man, and almost servant maid, in an unfinished house, surrounded by prejudice, disease and problems of every kind. The number of children increased gradually to eighty, all of different ages, some full of pretensions, others wayside beggars, all, except a few, wholly ignorant. What a task to form and develop all these children!"

Thus for a while Pestalozzi became a father and teacher to the orphans of Stans. When a change in the political situation made his sojourn in Nidwalden no longer necessary he succeeded in securing a position as teacher of the lower grades in the public school at Burgdorf. With the financial aid of a few prominent citizens he later opened the castle of Burgdorf as an educational establishment for the benefit of poor children and young men intending to become teachers. "Observation" was the basis of Pestalozzi's teaching. Clear ideas about the objects of the outside world was the one thing he was striving for. "Books," he declared, "are making men letter beings—sense impression is absolutely the foundation of all knowledge." In Burgdorf the most important principles of instruction and methods of teaching were for the first time applied and tested.

In 1803, when Napoleon restored the cantonal system, the castle of Burgdorf became the residence of a government official, and Pestalozzi had to move his school to Munchenbuchsee and later to Yverdon, where the local chateau was placed at his disposal.

The school at Yverdon was opened in October, 1804, and here Pestalozzi spent the most successful years of his life. His educational establishment became internationally known and received pupils and visitors from many lands, including the United States. Herbart and Froebel received here lasting impressions. Froebel, the organizer of the kindergarten, spent two years at Yverdon, and later referred to that sojourn as "a decisive time of my life."

In 1815 Mrs. Pestalozzi died, and with her passing the harmony and progress of the institute came to an abrupt end. An old and tired man, Pestalozzi now returned to the Neuhof, where he spent his last years with the family of his grandson.

Pestalozzi's wish that the Neuhof should be converted into a Pestalozi Home for boys and girls has since been realized. The Swiss government and the cantons gave substantial subventions for the endowment of the institution, and the balance was cheerfully contributed by the Swiss school children, who even today affectionately refer to the generous-hearted educator as "Father Pestalozzi."

Many sincere people become upset over any change in the established order of things. Their opposition is due to natural inertia and to an inherent objection to the pioneer spirit and to pioneer projects. If such people had controlled affairs, there would have been no aircraft, no modern inventions, no science, no social adjustments. Such people fear the platoon plan of school organization. They are constantly urging that there should be no change from the old order. . . . The friends of the platoon school claim that the modern program of studies with its social ideals cannot be satisfactorily taught in the traditional schools. They believe that a new type of school is needed to take the place of the old, as the automobile has taken the place of the oxcart.—David B. Corson, Superintendent of Schools, Newark, N. J.

Health and the Public Schools

By JOHN HOLBROOK SHAW, M.D.

School Physician, Plymouth, Mass.

DR. OLIVER WENDELL HOLMES, whose profound wisdom was seasoned with a ready wit, once said that the treatment of the individual should begin with his grandfather, and we are now beginning to realize that when the child comes to school it is too late to remedy the many ills that we find have already worked irreparable harm to the growing organism.

School inspections, which began in Boston in 1894, in Philadelphia in 1896, and in New York in 1897 merely with a view to the control of communicable disease, have developed until we now demand a physical examination for every school child which varies with the status of public opinion with regard to public health in the community in which it is made, but nevertheless sets a high standard for accuracy and completeness.

When we first began to examine our school children we discovered some of their defects, perhaps made a more or less careful record of them and there the matter rested, but we have learned how to vitalize the examination and make it a power for good in the life of the child by calling in the nurse and seeking the co-operation of the parent and the teacher.

The importance of the school nurse was early recognized and in 1906 towns were required by statute to employ a nurse to assist the school physician and follow up the notices of remediable defects sent to parents and guardians. Before the advent of the nurse the physical examination of school children had done little more than arouse the antagonism of the parents who received notices that their children had defects, although the published reports did create some surprise among those who took the trouble to read them on account of the variety and number of defects revealed by the examination.

The faithful work of the nurse has carried a very different attitude towards the school health service into the home and opened the door of opportunity, and we are now beginning to realize that we have in the teacher another faithful ally whose interest and co-operation it is worth while to enlist.

The ideal examination would be a conference to include the parent, the teacher, and the nurse. Such a conference, by giving the opportunity to demonstrate existing defects, would enlist the sympathy and ensure the assistance of those most interested in the child, for their correction. Unfortunately the duties of the teacher in the classroom seem to preclude her attendance at such a conference, but we can put her in touch with the results of the examination through the physical record card which now plays or should play an important part in the school program.

The state of Massachusetts provides school departments with an admirable form, which when properly filled out, gives very complete data concerning the physical condition of the child.

These cards, kept on file on the teacher's desk in a suitable filing case provided with guide cards, place all necessary information in her hands at an instant's notice at any time, making it possible for her to keep herself fully informed as to the physical condition of every pupil under care.

Adequate physical examinations have brought to light a long list of defects most of which had their beginning long before the child entered the public school; such defects as rickets, decayed teeth and other results of malnutrition, diseased tonsils and adenoid vegetations, defective hearing and vision, heart disease, curvature of the spine and pulmonary disorders. The incidence of defects, either actually or potentially serious, is variously estimated, but it is safe to say that between 70 and 80 per cent. of the total number of children examined have such defects.

The state has recognized the necessity for early interference with a view to the prevention of these defects and is now sending out letters and pamphlets on request, to the prospective mother, giving valuable suggestions relative to the proper conduct of her life during the period of gestation, which if followed, will favorably influence the development of the child. After birth the letters are continued for a period of two years.

The state also holds "Demonstration Conferences" popularly called "Well Baby Clinics" for the benefit of the pre-school child wherever they are desired. By the early discovery of abnormalities through a careful physical examination by a competent physician and by making helpful hygienic suggestions to the mother they render valuable service. No treatment is given, as that is felt to be the province of the family physician, who receives a personal invitation to attend the clinic. Following the clinic each physician receives a list of the children examined whose parents have named him as the family physician, together with the defects found in each case and the suggestions made at the clinic.

Much time and money have been spent in

many communities in giving the Schick test and immunizing school children against diphtheria. Investigation has shown that up to the end of the sixth month of life the child is gradually becoming more susceptible to diphtheria; that from that time to the end of the third year is the most susceptible period, 60 per cent. of the total number of children included in it being susceptible. The susceptibility begins to decline after the third year, 40 per cent. of those included in the period from the end of the third to the end of the fifth year being susceptible, and so on, constantly declining.

In view of the greater susceptibility of the pre-school child it would seem that more attention should be given to early immunization where it would be many times more effective. If boards of health would maintain immunization clinics and it were possible to insist that every child be immunized on its first birthday (the most favorable time) diphtheria would soon be almost unknown.

By contributing to the health and vigor of the body through supervised play, folk dances and athletics, physical education makes a real contribution to health and the prevention of disease, but it may go still further. Whether we agree or not as to the part that the slouch and a round-shouldered, hollow-chested carriage have on the health, we all prefer to see our boys and girls carry themselves properly with shoulders back and heads up, looking the world in the face as free-born American citizens should.

Since the weighing scales have become a part of the equipment of every school we have been able to segregate a group of children 10 per cent. or more below their normal weight for their age and height, which group has been found to contain a majority of those individuals suffering from local infections, heart disease, nervous and digestive disorders and the juvenile type of tuberculosis.

No page in the history of school health service is brighter with achievement than this recent one which has to do with the study of this group and the prevention of disease which has resulted from it.

In 1920 Dr. Henry D. Chadwick, then superintendent of the Westfield State Sanitarium, examined two hundred and fifty underweight and delicate children selected by the nurses and teachers of the town of Westfield. Of this number 19 or 7.6 per cent. were found to have positive signs and symptoms of tuberculosis.

This was the beginning of a state-wide investigation which showed that from 8 to 10 per cent. of the seriously underweight school children were definitely tuberculous, and that 27 per cent. gave some signs and symptoms of tuberculosis though not enough to justify a definite diagnosis. These findings led to the well known "Ten Year Program" of the State of Massachusetts for the elimination of tuberculosis by the common-sense method of finding it in the school children while it is still in an early stage, requiring only such easily procured remedies as rest, sunlight, fresh air, and wholesome food to effect a cure. This program has now been in operation for two years and is under Dr. Chadwick's very able direction.

This intelligent treatment of the tuberculosis problem has created a demand for summer camps for the care of children found to be in danger.

This is not the time or place to go into the details of schoolhouse construction, but there are several matters often overlooked to which I wish to call your attention. There should be a room in every building arranged and equipped for the use of the school physician and school nurse. The schoolroom is not the proper place for making physical examinations, neither is the principal's room in the larger buildings, nor a cold entry in the smaller ones, but all these places and others even less inviting have been pressed into service.

Not only should the water supplied to a school building be pure, but it should be well distributed with every bubbler functioning, so that there may be frequent opportunities for drinking. The growing organism of the child needs a large amount of water, and it is important whenever this need is expressed by thirst that there should be no difficulty and no delay in reaching the supply, otherwise the child will put off drinking for the time and when this is repeated day after day real harm will result.

The adjustment of school furniture is an important feature. It should be some one's business to see that, when the furniture is installed, it has the proper relation to the windows in the room, and that the top of the desk overlaps the front of the seat one and a half inches the so-called plus distance. More than two inches with the ordinary Chandler type of furniture makes it difficult to get in and out of the chair.

Teachers should be given definite instructions for measuring their pupils, and their attention called to the errors that commonly occur. If the janitor adjusts the furniture from measurements given by the teacher, he must know exactly what is required of him. After the adjustment has been made the teacher should inspect the pupils in their seats and re-measure any whose adjustment seems poor. If there are still some apparently poor adjustments the attention of the school physician should be called to them.

The state building laws require that the window space of every schoolroom shall be at least one-fifth of the floor space, and for a good many years we felt that when we met this requirement we had done our whole duty by our school children in the matter of light. As a matter of fact during at least two months of the school year, December and January, there are many stormy days when there is at no time sufficient natural light in such rooms for doing school work according to accepted standards, and on no day during these months is there ever sufficient light after three o'clock in the afternoon.

Actual tests made in Plymouth schools during the winter of 1925-6 showed that there was a very abrupt drop in the intensity of illumination after three o'clock in the afternoon, a condition which could only be remedied by the use of artificial light.

Schoolrooms equipped with an approved type of lamp and shade, properly placed to give an even distribution of light and of sufficient candle-power, are independent of outside conditions and give the pupils working in them the opportunity to do more and better work with a greater degree of comfort than those working in rooms not so equipped. A well-lighted, clean and cheerful schoolroom with suitably tinted walls and ceiling well whitened will also have a favorable influence upon the attitude of the children who work in it. We have no right to give them less than this.

Nothing in the environment of the school child is more potent for evil than the overheated room. The New York State Commission on Ventilation, an authoritative body which spent two years in studying the problem, reported that the temperature of the air in a schoolroom is a more important factor than the chemical content. Overheating was characterized as a menace producing condition comparable with fever, reducing the total performance of physical work and decreasing the appetite for food.

The known prevalence of this fault which is verified by the recent "Survey of Eighty-six Cities," made by the American Child Health Association, undoubtedly contributes materially to those catarrhal conditions of the nose and throat which are so prevalent in this country and which so often result in impairment of the hearing.

To habitually allow the temperature of a schoolroom to remain between seventy-five and eighty degrees is to do the children in that room irreparable injury. The window should be looked upon as a safety valve.

The mid-morning and the mid-afternoon lunch of milk and crackers is an excellent means of combating malnutrition. In the one-session schools a more elaborate lunch of hot cocoa and milk, thick soups, salads, sandwiches, fruit, etc., is a necessity. Hand-washing before lunch, though taught, is more honored in the breach than in the observance.

The minimum requirements for fire protection include a fire-proofed floor above the basement, fire extinguishers accessible and periodically inspected, a fire alarm signal with sufficient and accessible switches, tested daily, and a fire drill.

The attitude of the public mind toward health has passed through various stages. Out of the dim past into the dawn of civilization came superstition. Disease was attributed to the influence of evil spirits, which had to be exorcised by charms, incantations and sacrifices. During the nineteenth century science made remarkable progress which resulted in discoveries in the field of medicine which completely overthrew existing ideas with regard to disease. Koch, Pasteur, Lister, and others. demonstrated the existence of minute organisms invisible to the naked eye but capable under favorable conditions of working incalculable harm, when introduced into the living organism.

With the germ theory established, the control of disease by legislation seemed a splendid possibility, and was put into immediate and enthusiastic effect. Brilliant results were accomplished, but great as was the conquest made over disease during this period, it became increasingly evident that this method of control of disease had serious defects.

With the realization that disease could not be eradicated by law came the dawn of a new era, the present, the keynote of which is personal hygiene and the intelligent co-operation of the individual.

Whether this era fulfills the promise of its brilliant opening or not, will depend upon the success of the public schools in training the children who pass through them, in the essentials of healthy living. This is an opportunity and a privilege which should enlist the best effort of which we are capable.

A recent survey of eighty-six cities of from 40,000 to 60,000 made by the American Child Health Association shows that twenty out of the eighty-six cities had no definite course in health. With this unsatisfactory condition in so large a percentage of the representative cities of the country we may well imagine that there is little being done in the smaller cities and towns.

In starting health training with school life we are already late in beginning, and it is essential that the subject should be so presented that it will make a strong appeal to the imagination of the child. Although there has, in the past few years, been an avalanche of

material issued from the press for the intermediate and grammar grades, the primary teacher has been left very much to her own devices and her success has depended upon her own initiative in finding and making use of various methods for getting health ideas before her pupils and encouraging the formation of health habits. Some attempts have already been made to come to the assistance of the primary teachers, but so far the results are meagre.

For the intermediate and grammar grades there is an abundance of good material available from which to choose textbooks. Five minutes in the morning should be devoted to checking up on personal hygiene for which the pupils should be given credit as for other school work.

The time allotment for teaching health as a subject should be forty-five or fifty minutes a week, a daily lesson being given in the primary and intermediate grades, remembering, however, that if the instruction is to be effective, all the activities of the school day must be utilized, to drive home the health lessons.

The possibilities of weighing and measuring as a means of teaching health have not been fully appreciated. Children like to be weighed and few schools are now without scales. By seeing to it that each child in her room knows where he or she stands in the matter of weight the teacher will make a material contribution to the health program and find it a real asset in arousing the interest of her pupils in observing the rules of the game of health.

Other means successfully employed in health training are health clubs, health plays and motion pictures.

Physical education, now firmly established by state legislation, has a very definite place in the health program. We have already seen that by means of proper physical exercise it not only seeks to "develop and maintain a sound, vigorous and harmoniously developed body," but also serves to correct certain abnormal body conditions. The real opportunity of physical education, however, is in what it teaches, in implanting in the minds of the public school pupils ideals of physical perfection, instructing them how to attain these ideals and preserve them when attained.

Furthermore, physical education offers valuable training in the profitable use of leisure and imparts through games, sports and athletics, those qualities of mind and character which are essential to mental health and successful social adjustment, such as obedience, co-operation, friendliness, loyalty, capacity for leadership, self-confidence, self-control, good spirits, alertness, decision, perseverance, aggressiveness, and courage.

No review of health education would be complete without some recognition of the usefulness of the dental hygienist. The day has passed when we pointed with conscious pride to our well-equipped dental clinics as the beginning and end of our dental program. Today we place the emphasis almost wholly upon the educational work as a result of the conviction that therein lies the assurance of accomplishment. This conviction is the result of two things: first, the knowledge gained by experience, that anything approaching complete correction of dental defects is an economic impossibility; and, second, the recent discovery that it is possible to prevent dental caries through proper nutrition. This means a program of instruction and training not only in the care of the mouth but particularly in the use of proper foods. The dental hygienist of today is not only preaching the gospel of nutrition to her pupils, but is sending the tidings out into the home where it must go to be effective, and where it is destined to become a potent influence in determining the character of the dentition of future generations. This does not mean that we must wait years for results, for the teeth are living organs and immediate improvement will follow the use of proper foods.

Health service and health instruction in its broadest sense must be an integral part of the curriculum of our public schools, not set apart as something auxiliary or adventitious. The instruction which teachers are now receiving in our normal schools and the training of competent men as directors of school health, who will work harmoniously with superintendents, will presently solve this problem satisfactorily.

In the meantime let us be patient when the machinery does not run too smoothly, remembering that it is new. Already progress has been made in all phases of the health program in the public schools.

With each community which adopts an adequate health program for its public schools under the wise direction of a competent director, we advance a step nearer to that great day when as a nation we shall have achieved the shining goal of health—"The outward sign of freedom—the realization of the Universal Will."

Education is the eternal and divinely significant process of superior adjustment to and control of the intellectual, emotional, and volitional environment by physically and mentally developed free conscious human beings.—Herman Harrell Horne, Professor of the Philosophy of Education, New York University.

School Costs and Results

ONE of the most interesting and important addresses to which we have recently listened was by Nelson B. Henry, secretary of the committee on finance of the Chicago Board of Education.

THE COST OF PUBLIC SCHOOLS.

Total expenditures for public elementary and high schools:—

1900	$ 214,000,000
1912	480,000,000
1924	1,820,000,000

Expended per child of school age:—

1910	$16.98
1918	27.54
1922	55.17

Per cent. of wealth expended for education:—

1880	.18%
1922	.50%

THE COST OF SCHOOLS IN CITIES (30,000 OR MORE).

One hundred forty-six cities for which records are available expended for current expenses:—

1903	$ 81,000,000
1915	162,000,000
1924	475,000,000

WHAT THE SCHOOLS ARE DOING.

Provide more days of schooling for increasing numbers of pupils. Increasing numbers progress to higher grades. The average number of days the schools were in session in the United States in 1900 was 144. In 1924 this was increased to 168. Between 1914 and 1924 the total number of days of schooling provided in public elementary schools increased from 2,112,197,000 to 2,768,420,000, while for high schools the increase was from 143,460,000 to 450,673,000. The growth in attendance was approximately eight times as rapid in high as in elementary schools.

STANDARDS AS DEFINED IN 1847.

Before admission to the first class he (the pupil) ought to be able to write sentences and parse, showing the relation of all parts of speech; to write all the words in his reading lessons; to read distinctly and fluently any piece of narrative or didactic prose or verse in his reader and give the meaning of any of the words which occur therein; to give the boundaries of all the states and to draw them readily, from memory, upon the slate or blackboard; and to enumerate the principal productions, natural and artificial, of the different countries, and the principal rivers, mountains, lakes and towns of each.

School costs will obviously continue to increase. Whether this cost figure is to be designated as high, moderate, low, or meagre will depend upon the point of view, i.e., whether the expense burden rests heavily upon the group that must bear it; whether the output is of reasonable value to the group supposed to be benefited by the expenditure; whether it could be demonstrated that the results now attained could, by other procedure, be secured at lesser cost; whether the present annual outlay in support of public education can be shown to be sufficient to insure the successful promotion of a more liberal program than is now maintained or the possibility of some noteworthy improvement in the quality of the service now afforded. Superintendents must accept the responsibility of insuring an adequate return.

Schools are securing results commensurate with their cost only when all available resources of revenue and talent are conscientiously and intelligently employed to promote the development of the highest type of successful citizenship.

Endeavor

BY EDITH SCOTT MAGNA

There's always a way, if you want to,
For where there's a will, there's a way.
The hills of the morning look lower at night
If you've leveled them during the day.
There's always a smile in the tear drop,
There's ever a hope with a will,
And the crops in life worth the raising
Come from soil that is hardest to till.
There's ever a gain in the trying,
Contentment lies ever in rest,
But gained from the fruits of endeavor
When we've worked and given our best.
There's always a road to the hill top,
A goal we can reach if we would;
There's our work that lies here before us—
Let us do it, and say it is good.

—Exchange.

from School Room *to* Hospital *-Only a few hours*

How easy it is for something to happen—an overplus of the wrong kind of germs or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity without income and a greatly increased expense account.

One teacher wrote: "On Jan. 14, 1925, I fell and broke my right arm. I was unable to perform my duties as a teacher for seven and four-sevenths weeks. Words do not express what the T. C. U. benefits meant to me at this time."

Another wrote: "After being in the T. C. U. for five years I had almost persuaded myself it was useless for me to go on, when I suddenly found myself in the hospital without an income. The more than generous check I received from you at the end of four weeks' confinement was like a burst of sunshine."

You may have a similar experience. Thousands of others do. One teacher in five is disabled each year.

Remember this—your experience may be similar to those quoted above in misfortune, but it cannot be similar in the pleasant sequels unless you get protection before something happens.

Decide now to become one of those fortunate teachers—

today

—Who have no financial worries, due to Accident or Sickness.

—Who have a regular income in time of need.

Take the advice of Miss Ethel Mary Ewell, Montgomery, Ala., who wrote: "If you have never carried the T. C. U. Umbrella along with you, I advise you to secure one at once, no delay. I have carried one for a long time and find it a wonderful help when the rainy days come."

The time will come when a check from the T. C. U. will mean more to you than anything else could possibly mean. If you want to be on the T. C. U. Payroll in time of need, now is the time to find out all about it.

tomorrow

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Just send the coupon in the lower right hand corner for complete details of T. C. U. Protection. Sending it places you under no obligation, but enables us to explain fully and to give you copies of hundreds of letters from teachers who have been helped by T. C. U. in time of need.

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Character Chats

By JOSEPH B. EGAN, A. M.

Keep Within the Lines

AS I WALKED up towards the National Capitol I came to a corner where traffic was very heavy. I glanced down and there, painted in clear, white letters upon the dark pavement, were the words: "Keep Within the Lines." On each side of the legend white guiding lines led to the corner across the street.

To me those words suggested a very much wider and deeper meaning than they were intended to convey. It seemed most fitting that I should find them there within the shadow of the great dome. In a sense they sum up for all of us the great, guiding principle not only in obedience to law but in living peacefully with our brothers wherever and whoever they may be.

In school, certain white lines of conduct are laid down to promote the general good of all. Things move smoothly and safely on when pupils and teachers keep within the lines; in our city regulations are laid down dealing with the prosperity and happiness of all. The city thrives and grows and smiles when its residents keep within the lines. In the nation wise laws set guiding marks along a thousand difficult and winding ways. The nation prospers and grows powerful in righteousness and influence when its citizens keep within the lines.

And in the great spirit world in which we live and walk, crossing and recrossing the pathways of our brothers, great, guiding lines are drawn to safeguard the peace and happiness of all.

Blessed is he who, regardful of his brothers' rights upon the great highways of life, keeps constantly within the lines.

The Prince and the Boat

THERE was once a prince who set out in a small boat to see the world. Overhead billowed the folds of a huge sail that was always filled with the steady blowing of a prosperous wind.

Because the father of the prince loved his son he sent with him as his guide and pilot a great navigator in whose mind was stored all the wisdom of the ages and all the experiences of men who had a knowledge of all the great laws that underlie the sea and all its storms.

"My son," said the father, "take not the tiller from his hands. Or if you do, heed the counsel that he gives, for through him and him alone will you return in safety to my house."

And after that the sail filled and the white lips of the sea curled in a snarling hiss around the prow of the boat as it sped out of sight of land and into regions where the clouds were lovely save for the slow gliding of the distant gulls, and the long, sleepy heave of the slumbering sea.

And the young prince stood impatiently at the prow, shading his eyes with his hand, and wondering what adventures lay beyond in the new land to which he sailed.

On the tenth day land came in sight and the pilot turned the tiller, and the swift boat stood in towards the shore.

"Yonder," said the pilot, "is the island of the forty thieves."

"I have read about them," cried the youth. "Steer in closer, for I wish to see these people near at hand," but the pilot kept a steady course as though he had not heard.

"Steer in! I say," cried the youth. "I wish to land."

"That cannot be," said the pilot. "It is against your father's wish."

"What has my father to do with me, here on the mighty sea?" cried the youth. "Am I not master of this craft? Give me the tiller and I shall steer myself." With that the youth thrust the pilot from the wheel and turned the craft in towards the shore.

"Remain aboard," he said, when he had beached the boat. "I shall return when I have seen these forty thieves."

It was dead of night when he returned. His face was gray with suffering, and his eyes had in them the shadow of his shame. "Cast off from this dreadful shore," he cried. "I have seen enough. I have seen men slinking like gaunt rats in alleyways. I have seen men fighting over the evil smelling things in garbage cans; I have seen men slay each other for a piece of gold. I have seen men dodging behind doors as though forever fearful of the law. I have learned that there is no joy in evil doing; nothing but misery and heartache and the hunted look."

At once the pilot put out to sea and in the fair days that followed skirted many a lovely shore and explored many a sparkling bay. At last, off to the right, appeared a magical island

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on which palm trees grew down to the water's edge. "Let us drop anchor here," cried the prince, "for never did my eyes see so fair a place." "It is the islands of the ne'er-do-wells," said the pilot. "Here in time all the lazy people, the shiftless ones, the weak-willed, and the ones with weak backbones come to abide in poverty and suffering." "Nevertheless," said the prince, "I shall go ashore. I am weary of the sea and wish to rest." With that he tore the tiller from the pilot's hands and drove in towards the land. As he left the ship a pale cloud swept over it and when it had passed the pilot was nowhere to be seen; only a great sigh sang through the rigging of the ship. The days passed into weeks and the weeks into mouths and the months into years. The boat rotted at its anchors, for the prince came back no more. Like many another he had vanished forever beyond the shores of the island of the ne'er-do-wells.

Stained Glass Windows

I WENT to church last Sunday and sat down under a beautiful stained glass window. The sun was falling onto the colored panes and filtering through into the twilight of the great room. How differently the light affected the appearance of the people around me! An old man had a lovely rose tint coloring his bald head; a woman was flooded with deep purple; a little child glowed in a golden glory. None of these people knew that they had changed color under the influence of the light falling through the stained windows.

I imagine we are all very much like stained windows. We stand up here in the sunshine of God's love, beautiful creations through which his wonderful light filters down into the souls of men. Of course we can draw the blinds and exclude God's love. We do that through sin, and then all within grows dark and dreary and desolate.

I imagine that God's love sifting down through the windows we hold up affects the lives of people around us. We call this sort of thing our influence on others; I like to think of it as wonderful colored lights which we let in on all who come near us. This light varies with our own characters and moods. The light of honesty is a golden flood which beautifies everything it falls upon. The light of love is rich crimson and makes all the troubles of earth softer and easier to bear. The light of generosity is a clear amber under which people lift up their faces with happy smiles. The light of self-sacrifice is rich and deep and still and so full of lovely quality that it ennobles the whole earth whenever it falls on any part of it.

Let us think of ourselves as windows of God's love. What kind of color can we cast down into this dreary old earth to make it happier and more cheery?

There is one lovely color I would suggest to all of you, a light so sweet and pure that the whole race yearns for the sight of it. In it happiness blossoms and hope springs up and the darkness of misery fades away. It comes in through one delicately-tinted pane across the bottom of which is printed the simple words:

"LOVE ONE ANOTHER."

The Trouble-Seeds

A GOLDEN pumpkin once grew in the garden patch of an ancient fairy. It was as beautiful as the full moon, and of such a wonderful size that people came from miles around to admire it. Among all who came there was no one who looked at it so longingly as a neighboring elf. He looked at it early in the dawn and just before dark, and also when the moon was shining down on the frosty fields, and the more he looked the more he longed for it, until in an evil moment he put his arms around it and carried it away. When he reached his home he hid the pumpkin in a water barrel until the hue and cry over its theft should have died away. When all was quiet again he took it out of the water barrel and carried it into his house. There he split it open with an ax, and both he and his wife marveled at the glorious golden seeds that poured out of it like coins out of a shattered treasure chest.

"Good wife," said the elf, "we shall save these seeds, for assuredly they will raise other golden pumpkins for us."

"Save them not," said his wife, who was exceedingly wise, "for the seeds of the stolen thing root themselves in misery, bear wide leaves of shame, and a fruit which, when eaten, brings only sorrow and despair."

"Nonsense," laughed the ancient elf. "An old woman's tale. I shall save every seed, and plant each one, too, and next year my garden will be the envy of the country side."

So saying he crammed the seeds into his coat pocket, forgetting that in one corner was a little hole.

When the spring came the elf went out into his field to plant his wheat. He sat for a space on his rail fence, and rubbed his hands together and chuckled with glee. And as he sat there a pumpkin seed fell out of his pocket. It sprouted at once, and threw forth a stout

tendril that crept up over the rail and wound itself about his leg.

"Hello!" said the elf, "what is this? A shoot of pumpkin? By my silver beard what a wonderful seed."

With that he unwound the tendril from his leg and got down from the fence, and walked away, planting wheat as he went.

Of course he did not know of the hole in his pocket from which dropped, now and then, a golden pumpkin seed. That night as he sat at supper, one of the seeds fell through a crack in the floor onto the ground beneath. It rooted at once and a green tendril crept up through the crack and wound itself tightly around his other leg.

"Wife, wife," cried the elf, "peek under the table and see what is winding itself around my leg. I fear to move lest it be a deadly snake."

"It is only a pumpkin vine," said his wife. "Shake your leg free of it."

The elf did shake his leg. He shook it so violently that he upset the table and broke a pitcher that had been in the family for years.

"Woe is me," cried his wife. "That pitcher was worth a king's ransom."

That night when the elf went to bed he threw his coat over the window sill, and one of the seeds fell onto the earth below. It struck root at once, and climbed up and up until it came over the window ledge and spread its flat hands out on the white covers of the bed. Over the sheet it went leaf after leaf until it sent one strong tendril around the elf's throat.

"Help! Help!" screamed the elf. "Someone is choking me."

"Foolish man," said his wife, as she bent over him with a lamp, "it is only a tendril of a pumpkin vine that has wound itself around your neck."

"A pumpkin vine," screamed the elf, "Can't I get away from those tormenting seeds?" With that he jumped out of bed so violently that he upset the lamp in his wife's hands and severely burned himself before he could put out the flames.

The next day the elf went out into his field. As he passed from row to row little tendrils of the growing vines turned in his direction and crept slowly towards him. He fled back to his house. The vine under the window had grown completely over the roof so that he dared not enter in at the door; another vine had grown up over the barn and a third had turned itself around the big elm tree that shadowed the lawn, and all reached down for him with twisting tendrils when he passed near.

"Woe is me," said the elf. "Little did I know that in stealing the golden pumpkin I stole also thousand golden trouble-seeds, that now have grown up and threaten to strangle me." So saying, the elf ran off as fast as he could to a wise man who dwelt on a hilltop near to the sunrise. When he had told him all, the wise man said to him:—

"You have sinned, indeed, for thy neighbor's pumpkin was a sacred thing meant to serve its owner well but fated to bring down on all others, who might covet it, the direst misfortune. There is but one way you can rid yourself of the golden trouble-seeds. Seek out someone in the village who needs your aid, and for every good deed you do to such as him, the evil in one trouble-seed shall die and you shall be free from it."

The elf went back to the village in great joy and did as he was bid, and became known far and wide as William, the Kind-hearted.

—

The Homes of the Immortals

THE other day I walked into the great public library in New York City. Everything about the building is majestic and wonderful, and shows forth the bigness of the minds that planned it and the skilfulness and power of the hands that laid stone on stone, carving some into beautiful shapes and smoothing others until they shone like mighty mirrors.

As I passed in through the doors I felt the purpose of this vast structure close in upon me. Something seemed to say: "Here is a fitting home for great writers, for great poets, for great musicians, for great scientists, for the great thinkers of all kinds, of every clime and time. Here are these noble souls gathered together to greet you in this latter day and instruct you in the truths that came to them while they walked the earth."

As these words came to me, my mind flew back to Boston, to the noble building, there in Copley Square, the home, also, of these same great spirits. And from Boston it flew to Chicago, then to Denver, to San Francisco, then across the Pacific and around the world, everywhere pausing for an instant at some other home of these mighty souls.

Thus does the spirit of men free itself from the little spot trodden by its human feet. Shakespeare's body is long dead and dust, but Shakespeare triumphantly lives, and speaks and inspires, not in one home as in the days of his earthly visit, but in a million homes, wherever educated men are brought together within the walls that harbor books. Thus has one Shakespeare become a million Shakespeares, and the power and influence of one mind multiplied a million fold. Is not he rewarded whose life produces something lasting and something good?

EDUCATION IN ACTION

College Freshman No Longer Green

The green college freshman no longer haunts the campus. His successor today is found in a standardized type of modern college youth who wants to know life from A to Z, and who takes rather more interest in discussing evolution than in pondering over heavy intellectual books. These were the observations of Principal Lewis Perry of Exeter Academy in a recent address. He commented on the frankness of the student of today who is about to enter college or the university. In talks with these young men, who are preparing to enter Yale, Harvard, Princeton, Bowdoin and other colleges of the country, he said that he discovered they have four things generally in mind. These boys first want a wider acquaintance, he continued. They want to know life even to knowing the great actresses of the day. They want to "humanize education," and lastly they seek personal recognition.

Pay of Professors Declared "Ridiculous"

Dr. James R. Angell, president of Yale University, recently declared that salaries paid to college professors are ridiculous and are far from attractive to men of character and intelligence. "The profession of a teacher will never become a reputable, dignified and honorable career until the salaries are changed," he said. "Many college professors get paid less than the chauffeurs of the men whose sons they teach." That such a condition is prevalent, he affirmed, is seen in the great number of women teachers, especially in the high schools and grammar schools. And even the women consider the teaching of the children but a stepping stone to the teaching of husbands, he added.

Ancient Spanish Archives To Be Available for Study

A decision by the Municipality of Valladolid, Spain, to build a residence for research workers near the castle of Simancas and connect Valladolid and Simancas by a modern automobile road will open one of the richest treasure houses of historic Spanish archives to students, according to Professor William R. Shepherd, of Columbia University. Professor Shepherd said that the documents in the gray stone castle at Simancas have been well known to students of Spanish history for many years. There are about 33,000,000 papers in the castle, and the vast majority of them are exclusive. Some of them go back as far as the ninth century. Manuscripts have been housed in the castle since 1545, when it was changed by Charles V. from a prison to a paper repository.

Teachers in Russia Receive Small Salary

Teachers and other workers in the professional classes in Russia receive an average salary of between 30 and 40 rubles ($15 to $20) monthly, which is lower than the average wage for manual workers in industry, according to the latest issue of the official publication of the International Labor Office from Moscow. The failure of wages to keep pace with the recent increased cost of living and the inability of the Soviet Government to more than mitigate the distress under the wages paid to workers are indicated.

Manchester Drops Summer Schools

By a unanimous vote the School Board of Manchester, N. H., recently decided to discontinue summer schools in view of local conditions and because of the desire of the aldermen to cut appropriations to the bone. This action means that the cost of operating the department will be reduced by about $25,000. The special committee appointed to make a survey of the summer schools and report its findings to the board, recommended sessions for retarded pupils only. In the future, when the question of school sessions in the summer comes before the board for action, it is probable a change in the policy will be adopted, according to reports. It is believed that classes will be formed for pupils who desire to review their work or catch up with their classmates.

Languages Condensed In New Study

Vocabularies of from 3,000 to 5,000 words in French, German and Spanish languages which contain from 400,000 to 1,200,000 current words, have been compiled by Dr. V. A. C. Henmon, professor of psychology at Yale University, for the practical use of students of modern languages. Dr. Henmon is conducting a study in modern languages which is part of a new educational investigation by which he hopes to "select and classify pupils more intelligently, give them an improved curriculum and better instruction and set standards of accomplishment in fairly objective comparable terms."

School for Three Pupils Sought in Oregon Bill

Three children in a school district of 400 square miles in Harney County, Oregon, would be the only pupils in a school and have their own teacher under a bill introduced in the Legislature. Under existing school laws any district which has fewer than six children is listed as an "abandoned district," and funds for a school are not available.

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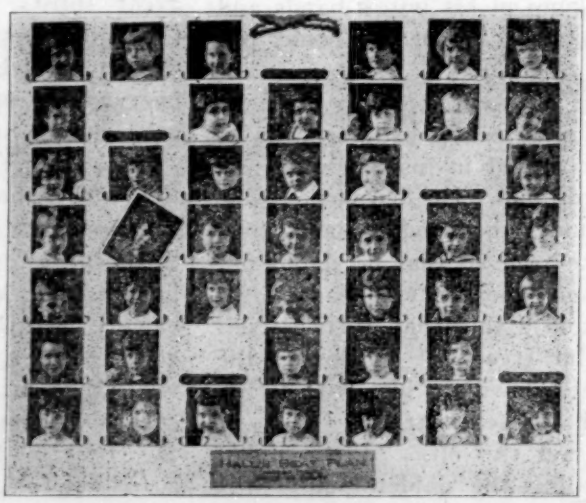

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Would Sell Hunter College

The sale of Hunter College in New York City, the largest college for women in this country, for approximately $6,000,000 to the city of New York was forecast recently when the trustees of the institution appeared before the city's board of estimate. The erection of a modern college on the Jerome Park reservoir site, owned by the city, to take the place of the present building was suggested. The present site of the college on Park avenue is deemed more valuable for apartment houses than for institutional purposes. The city's Board of Higher Education is planning an industrial art centre on the Jerome Park reservoir site. The Hunter College proposition was laid over for a number of weeks.

Shakespeare, Edison, Wilson Not "Immortal"

The Board of Education of Cincinnati recently excluded from a list of eight immortals, whose names were to be inscribed over windows of a new school, Woodrow Wilson, because he had not been dead long enough for the world to judge him; Thomas A. Edison, because he was not dead at all, and William Shakespeare, because his name is too long.

May Whip Pupil If Teacher Is Able

A Missouri schoolmaster may, if he be big enough, administer corporal punishment to a recalcitrant student, even if such punishment take place before the very eyes of the student's best girl. With this legal opinion John Hunt, justice of Naylor, Mo., dismissed a common assault charge against H. T. Parker, principal of the high school there. Marsh Bertram, twenty-one, a junior, who was the complaining witness, testified he was slapped by Parker in front of a number of students, including his "best girl." He was so humiliated, he said, that he quit school.

Indiana Pupil Wanted Sea Water

A request for "a sample of ocean water" reached the Lawrence High School in Falmouth, Mass., recently from a pupil in the botany class of the Sweetser High School, Converse, Ind. A number of questions were asked in the letter pertaining to seaweed, tides, fishing, storms at sea. Tom Goffin, son of Robert Goffin, superintendent of the marine life collecting expeditions of the United States Bureau of Fisheries at Woods Hole, was appointed by Principal Blinn Davis to answer the letter. The sample of ocean water, as well as a collection of typical seaweeds, shells and the like, was forwarded to Converse. The exhibit also included a "sea horse." The botany students in Indiana acknowledged the informative gifts with enthusiasm.

To Establish Study Centres in Europe

Rufus D. Smith, director of the extension division of New York University, has announced that seven centres of instruction are to be established in Europe this summer for summer students. The university also maintains a Paris summer school of art, established in 1926 in connection with the department of fine arts. Languages, literature, history, commerce, or political science may be studied for four or eight points of recognized college credit. Berlin will have two centres and Rome, Madrid, Grenoble, Tours, Geneva one each.

Mexican History Teaching Flayed

Complaining that foreign-owned or managed primary schools distort Mexican history, the National League of Teachers of Mexico recently petitioned the government to close such institutions. The only exception noted was schools managed or owned by Germans.

Practical Instruction In Home-Making

Approximately 100,000 girls are under instruction in the home-making departments of the New York City public schools, learning the fundamentals which are of immediate value to them individually in the home and in the community, according to Martha Westfall, director of the departments. In the elementary schools emphasis is placed on the skill to do the simple household processes and the establishment of good health habits. The necessity for having the proper conditions under which to begin this training has resulted in a new type of equipment. This equipment has been made a part of all the new elementary school buildings.

Hawaii Teachers Favor Trade Schools

Definite steps in the furthering of vocational education in Hawaii by establishing a bureau for research in this work, the formulation of standard programs for such projects as junior high schools, extra-curricular work in schools, and the adoption of several resolutions that are expected to have considerable influence on the acts of the Territorial Legislature marked the recent annual session of the Hawaii Education Association in Hilo.

Botanical Garden Planned for Santa Monica

An 800-acre botanical garden will be established in Mandeville Canyon, in the western portion of California near Santa Monica by the California Botanical Foundation. The garden will be part of a comprehensive plan for a post-graduate school for plant study sponsored by the foundation. The property adjoins the site selected for Occidental College, at present located in the Eagle Rock district of Los Angeles, and will spring from a substantial nucleus already existing in the extensive private gardens of H. C. Oakley.

College to Expel Students Who Wed

The faculty of Lombard College, Galesburg, Ill., have decided that a student who marries while attending the institution will be automatically dropped from the college at once. The action was taken as a result of two student elopements. President J. M. Tilden said it was deemed advisable to discourage student marriages because they interfered with education.

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

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Military Instruction Dropped in Manila

At the request of the president of the National university at Manila, the department of military science was discontinued. Officers who gave the instruction were returned to the regular army establishments. The course was compulsory for males, but has never been popular.

Would Save by Closing College

"In the interest of economy" Senator Martin has introduced a bill in the North Dakota legislature to close for two years the State University, the State Agricultural College, and the Valley City Normal School.

Polish Teachers Fight Radio

School teachers in Warsaw oppose radio as retarding progress in studies. They have suggested that authorities bar the radio from school children's homes.

Czechoslovaks Coming To Study Architecture

Groups of student architects and engineers from Czechoslovakia are coming to the United States to study various phases of architecture and building construction. The first contingent, all students in architecture, will reach New York early in the spring. Their trip was arranged by the officers of the American Institute of Architecture through Dr. E. Zimmer, president of the Masaryk Academy of Work at Prague. The institute's committee on foreign relations will endeavor to provide employment of these students during a part of their stay, in offices of leading architects in various cities.

More Students To Be Aided

Lafayette College has decided to enlarge its aid to meritorious young men who seek education. Beginning next September it will offer to the members of each entering class fifteen scholarships, five of $500 each and ten of $200 each, on a competitive basis. The college is now assisting deserving students by scholarship aid to the extent of $30,000 each year, to which the new plan will add $18,000.

Vocational Training Schools Maintenance

Civilian vocational education in the United States during the fiscal year which ended June 30, 1926, cost a total of $23,179,641.44 and vocational rehabilitation of disabled citizens cost a total of $1,185,705.98 according to figures given by J. C. Wright, director of the Federal Board of Vocational Education. Teacher training courses for the United States as a whole showed an enrollment at the close of the fiscal year 1926 of 19,733 students. The largest proportion of this, 9,651 students, were enrolled in trade and industrial schools, 6,193 in home economics schools and 3,929 in agricultural schools. Of the $23,179,641.44 spent by the country for vocational training during the fiscal year 1926, the States contributed $6,148,942.95.

Colleges Invite German Youth

Two fellowships, one offered by Leland Stanford and one by the University of California, will be assigned each year to two graduate students of German universities, in accord with arrangements completed by a citizens' committee in San Francisco acting under direction of the Institute of Internation Education. The purpose of these fellowships is to enable German students of promise to visit the United States and gain first-hand information and acquaintance of American institutions. Each student is allowed $1,500 yearly, sufficient only to pay traveling costs and board and lodging in residence during the school year of nine months.

Anti-Science Laws Opposed

Legislation which would "interfere with the proper teaching of science in American schools and colleges is futile and can serve no good," is the belief expressed by the Education Association of the Methodist Episcopal Church, South, Memphis, Tenn. It went on record almost unanimously as opposed to such legislation.

Mother Tongue Only For Dutch Children

In 1920 an act was promulgated in Holland prohibiting the teaching of any foreign language in the first six classes of the primary school. The foreign language usually taught was French. This prohibition met with a good deal of opposition, both on the side of the parents and on that of the teachers in the secondary schools. In 1925 a bill was introduced in the Second Chamber of the States General providing for the reintroduction of French in the primary schools from the fifth class onwards. This bill was rejected. The Government recently introduced a bill in order to make it again possible to teach French in the primary schools. This bill was rejected by 37 against 36 votes.

Judge Proposes Witness School

A training school for witnesses. That is what Municipal Judge Joseph L. Heffernan, Youngstown, O., advocates. "I have noticed that nearly all witnesses appearing in court the first time are nervous and confused. Why wouldn't it be a good plan for them to visit court for a few days before they are called upon to testify?" asked Judge Heffernan. There are schools for budding salesmen, where they are taught how to batter down the objections of prospective customers. The witness has a story to sell to Judge and jury. "It is not only the witnesses of average intelligence who lose their poise on the stand," said Judge Heffernan. "Brilliant professional and business men are just as much in need of studying the workings of courts as any one else."

Explains Ideal College Views

American colleges are not institutions to teach the student a trade, but to put him through a disciplinary process, according to Dr. Thomas S. Baker, president of the Carnegie Institute of Technology. "Education should be one of the great conservative forces in the world. There is some danger of education being too progressive—of seeking too eagerly to catch the spirit of the times, to follow the dictates of a vacillating public rather than attempting to guide and to prevent it from making hasty and ill-considered changes," he declared. "In an age which is marked by a great display of impetuous energy, haste is one of the last qualities that should mark the acts of those who are charged with the administration of a college."

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Graduate Students Increase at Smith

Four years of college work is not enough to satisfy a steadily growing number of girls. The number of graduate students enrolled at Smith College for degrees or advanced work has doubled in five years.. This year there are 66 graduate students representing 38 colleges and universities in 16 states and six foreign countries. Twenty of them are Smith graduates.

Colleges Train Air Engineers

There are today five universities in the United States with personnel, laboratories and equipment sufficient for the complete training of aeronautical engineers in both undergraduate and graduate work. These are Massachusetts Institute of Technology, New York University, the University of Michigan, Leland Stanford University and the California Institute of Technology. Twenty-three institutions in the country are giving some attention to aeronautical subjects, but the greater number of these have no particular equipment or staff to give serious attention to aeronautical engineering education. In addition to the five institutions equipped for complete aeronautical training there are four others which have established either chairs or departments of aeronautics and which are offering elective subjects in aeronautics to engineering students.

Makes Kerchiefs To Get Education

A student of Nebraska University has worked his way through college by making fancy handkerchiefs for the girls.

Deafness of Students To Be Studied

To discover best methods of detecting defective hearing in children in public schools of the United States and to determine how this handicap may be overcome in school instruction, the American Federation of Organizations for the Hard of Hearing, at the suggestion of the Bureau of Education, appointed a committee to conduct a study in public schools of the country. Preliminary surveys made by this committee indicate that the hearing of about 3,000,000 school children is defective. In many cities special classes have been conducted for some time for seriously hard-of-hearing children. The present study relates especially to children whose hearing is not so seriously affected as to require segregation in special schools.

TREND OF THE TIMES

ALLIED CONTROL under the inter-allied commission withdrew from Germany on February 1, as a result of the series of conferences beginning with Locarno, for the restoration of friendliness and the guarantee of peace in Europe. The League of Nations took over the responsibilities hitherto borne by the commission.

TINLESS CANS will be a reality in the shops of the country in the near future, according to the National Canners' Association. Extensive experiments of the last three years have resulted in the development of "tinless" containers for corn, beets, and pumpkins which have proved equally as satisfactory as the familiar tin can.

COAL STRIKE in England has caused industrialists to make themselves as independent of coal as possible. Vast electrification schemes are to be started during 1927, the London projects alone costing $300,000,000. Super-power stations will rise in many parts of the country. Existing stations will be extended, and many big factories electrified.

WHITE UNIFORMS are now being worn after dark by Copenhagen policemen on night duty. The white gloves and flashlights formerly used have been abandoned as insufficient. One Copenhagen paper remarks: "On the darkest night now a policeman can be seen one hundred yards away by anyone and two hundred by crooks."

IMMIGRATION RESTRICTION by the United States, practically closing the doors to surplus populations of Europe, is likely to have great, possibly disastrous, effects upon Europe, more particularly as regards the mobility of labor and relation of workers to employers, according to Sir John Power, member of British parliament.

AMERICA MUST know more about Americans, declares a resolution adopted by the American Historical Association asking Congress to have census takers get more light on family histories. The association urges that when the fifteenth census is taken the county in which Americans are born, as well as the state, be given, and that as to foreigners the local government unit as well as state and country be given.

GUN-TOTING MAY become a felony in Montana. A bill has been introduced in the Montana legislature proposing that any person who goes armed without a permit becomes an outlaw. Old residents who recall the days when a hand gun was a necessity even at work, look askance at this proposal. In earlier times wild animals, Indians and outlaws marked the unarmed man for prey.

FRENCH DIVORCE courts have in America their best foreign customer. During the fiscal year 1925-26 France exported 232 divorces to America, which more than doubled the total of the previous year. Increases have been apparent since the war. In 1923-24 there were 88 divorces, passing to 113 in 1924-25 and to the new record total last year.

LIGHTED PEDESTRIANS will be seen in Connecticut if a bill introduced in the Legislature becomes law. The bill requires each pedestrian on the highway between sunset and sunrise to carry a light visible at least fifty feet or a red reflector visible at least fifty feet.

SCOTLAND YARD is having built sixty fast motorcars fitted with wireless apparatus to be used in place of motorcycle with side car, which can carry only one passenger and no wireless.

RADIO TELEPHONE service across the Atlantic ocean on a commercial basis was successfully launched recently. The first connection was between New York City and London. Within three weeks the American service area included all of New York State, New England, New Jersey, Delaware and Pennsylvania while the English area included all of England and Wales.

PARIS BEGGARS, in a recent meeting, voiced objections to the smallness of the sums given them. They agreed the public should not only give oftener, but that nothing less than twenty-five centimes should be offered to a self-respecting beggar. "Our cost of living has gone up with that of other people," a leader said. "We must have better treatment."

BERLIN PEDESTRIANS have organized an association for self-preservation against dangers of being injured or killed by various kinds of transportation. The association will move for equal rights with vehicles on the streets. More first-aid stations will be asked for, as well as some form of damages for injuries, payable through taxes levied on the owners of automobiles, street cars and other vehicles.

The BOOK TABLE

SPELLING NOTEBOOK. An Aid to Individual Study. By Henry Carr Pearson, Horace Mann School, Teachers College, Columbia University. Paper, 7 by 9 inches. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It has high significance that the principal of Horace Mann School, Columbia University, will take the time and devote his thought to the making of a spelling tablet that will test a class individually to find out what words each child needs to study especially, and then to find out how successful the individual student has been in learning to spell the words that needed special attention.

When any words do not yield to the attention given them in reasonable time they are duly listed in this Speliing Notebook as "My Troublesome Words," and constant attention is given these words. Finally there is a grouping of the words that defy attention in a list of "Words Not Yet Conquered."

We have never known any scheme for individual conquest as thorough as this "Spelling Notebook" of Dr. Henry Carr Pearson of Horace Mann School. It is also interesting that some time ago Dr. Pearson and Dr. Henry Suzzallo were the authors of "Essentials of Spelling."

We have never seen anything comparable to Pearson's "Spelling Notebook" for correcting the spelling of an incorrigible weakling in spelling.

INSTRUCTIONAL TESTS IN ALGEBRA. With Goals for Pupils of Varying Abilities. By Raleigh Schorling, John R. Clark, and Selma A. Lindell. Heavy paper. 72 pages. Yonkers-on-Hudson, New York: World Book Company.

More and more are teachers coming to realize the value of standardized practice exercises or instructional tests in making students more proficient and bringing them up to standard in those skills for the mastery of which practice is required. There are certain definite and well-established principles of practice derived from the psychology of learning which can effectively be applied only through use of carefully devised practice exercises with which there are accompanying standards of achievement.

These Instructional Tests in Algebra make it possible for teachers of first-year algebra to utilize these well accepted principles in improving the skill of students in algebraic computation. There are fifty-two different practice exercises covering all the essential skills of a first-year course. Standards or goals have been set up, based upon the actual performance of large numbers of students, and these standards are given for three different levels of ability, the bright, the average, and the backward. A student can practice on any one of these exercises until he has attained proficiency in the desired skill commensurate with his aptitude, and he will know when he has reached the standard.

THE SCIENCES. A Reading Book for Children. Astronomy, Physics, Heat, Light, Sound, Electricity, Magnetism, Chemistry, Physiography, Meteorology. By Edward S. Holden. Revised Edition. Cloth. 224 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We are interested in this book because it utilizes the supplementary Reader in a wholesome and interesting way. There is no question but that there is to be much more and better use of the non-basal readers, and we have seen no book that makes a better use of such a book than does Mr. Holden's Reading Book on Science. It is within easy reach of the child's mind. There is nothing in it that does not answer some question that every child is likely to want answered. There is nothing far fetched, nothing lugged in. Everything is in the everyday life of every child and there is nothing that will need to be unlearned when he studies science. There is no Santa Claus stuff in it, nothing written to interest the child because he cannot yet understand it, but that must be shed when he can understand it, no thought of a tadpole stage of the child's life. It is a real book of science written scientifically, but so simplified that it is clearly understood. It is as easy for a child to know "elephant" when he sees it as it is to know "cat" if he has seen an elephant.

THE WONDERFUL TUNE: THE ATLANTIC READERS. Book Three. Grade VI. Edited by Randall J. Condon. Boston: Little, Brown and Company.

"The Atlantic Readers" are a genuine twentieth century creation. Dr. Condon has always been a creator, never a trailer. We have known him and his work intimately for more years than it would be in good taste to state. We knew him when he came from service in the Maine legislature to administer education in Massachusetts. He had on his suburban school board a Boston sub-master whom we had taught in the Bridgewater State Normal School, and we saw the clash between a young man who was looking forward and an older man who was looking back to my teaching days. We have followed Randall J. Condon in his school work intimately as he created a progress school system in Montana, and then brought the Montana spirit to Providence and then grappled with wholly new problems in Cincinnati, and everywhere he has been a creator.

The first sentence in his "Foreword" is characteristic of every professional adventure of Dr. Condon. "There was never a time when the schools needed more than now to re-examine what they are teaching and the way they are teaching, to the end that emphasis may be placed where it belongs, upon life and the things that make for useful and worthy living. Formal, static routine, mechanical processes and material, do not produce an education that will function in terms of life. Life can be learned only through living, and the more abundant life comes from the things of the spirit."

From this fountain "The Atlantic Readers" have come inspirationally.

TALKS ABOUT OUR COUNTRY. By Eleanor M. Chalmers. Illustrated by Alexander Key. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

This is a book for school boys and girls to read about history before they could read history. The author has an attractive way of writing for children to read. Each lesson is short, and the thought of a child or class can be kept upon the subject with ease. Each lesson has an attractive picture that helps the child to enjoy the lesson. Each lesson gets farther into the history of our country. For instance, the lessons go from Columbus to the American Indians, the Pilgrims, the First Thanksgiving, the Fourth of July, the American schools, American Inventions, Washington, Lincoln, Roosevelt, Jacob Riis, Thomas A. Edison, Frances Willard and Helen Keller. The lessons lead children along from Greeks and Romans to the making of the Panama Canal.

Books Received

"Education and the Individual." By Arthur J. Jones.—"Motion Pictures for Instruction." By A. P. Hollis. New York: The Century Company.

"Contes et Legendes." By H. A. Guerber. New York: American Book Company.

"The Silent Reading Hour." Primary Book. By Guy Thomas Buswell and William H. Wheeler.—"Second and Third Grade Manual for the Child's Own Way Series." By Marjorie Hardy. Chicago: Wheeler Publishing Company.

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No, Sir!

Tourist—"I'm almost certain I must have run across your face some time or other."

Sour Tourist—"No, sir. It's always been like this."

Tommy's Trouble

On his way home from school Tommy looked sad and worried.

"Dear me!" exclaimed a sympathetic old lady, "whatever is troubling you, my little man?"

"Dyspepsia and rheumatism," replied Tommy.

"Oh, surely not," said the old lady; "how can that be?"

"Teacher caned me 'cause I couldn't spell them," answered Tommy dismally.—Stray Stories.

Choice

Casey and Murphy stood before a jewelry store.

"Casey," asked Murphy, "how'd you like to have your pick here?"

"Sure," replied Casey, "I'd rather have my shovel."

Ready Information

An Irishman who had just arrived in New York was taking his first walk under escort of his brother, who had been living there several years. In the window of a shop there was a great mound of fresh cranberries.

"What are thim?" he asked.

"Them is cranberries," said his brother.

"Are they fit to eat?"

"Are they fit to eat?" repeated his brother. "Why, whin thim cranberries is stewed they make better apple sauce than prunes does."—Sketch.

Would Try

Not long ago Deacon Miller bought a horse and buggy and took his wife out one Sunday for a drive. They came to a neighboring town of Osseo and saw a sign which read: "Speed limit, fifteen miles per hour."

"Here, ma," said the deacon excitedly, "you take the lines and drive, and I'll use the whip. Maybe we can make it."—Pittsburgh Chronicle-Telegraph.

Safety First

"Come right on in, Sambo," the farmer called out. "He won't hurt you. You know a barking dog never bites."

"Sure, boss, ah knows dat," replied the cautious colored man. "But I don't know how soon he's going to stop barkin'."—Success Magazine.

Apt Answers

Prospective Employer (perusing salesman's references)—"Have you any knowledge of the silk and satin department?"

Applicant—"Spent all my life among 'em, sir."

Prospective Employer—"And sheets and blankets?"

Applicant (forcibly)—"Born among 'em, sir."—Sample Case.

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

Health of the School Teacher

Absence of teachers from school on account of sickness, as compared with records of industrial workers and clerical groups, seems to indicate the superior health of teachers. Contrary to general belief, statistics show that the teacher is not more subject to diseases of the respiratory organs than other indoor workers, nor to diseases of the digestive organs. In regard to nervous diseases, however, and especially neurasthenia, or nervous exhaustion, records are not so favorable to the teacher, according to a study of the health of the teacher, made by Dr. James F. Rogers, chief, division of physical education and school hygiene, published by the Interior Department, Bureau of Education, in School Health Studies No. 12. Among teachers of New York City, neurasthenia is found to increase with age up to 45-54 years. In London, England, and in Victoria, Australia, the percentage of teachers suffering from this disease increased threefold from the time of entering service until the age of fifty was reached. The average number of days lost by London teachers increased three times during these years, the increase being most marked among single women. The only other disease in which there was a marked increase was rheumatism.

The University of Iowa, Iowa City, dedicated a $450,000 Field House on January 14-15-16, and old athletic champions were especially honored on the occasion.

Akron opened two new annexes to the Rankin and Findley schools on February 1. Both schools are examples of the platoon type. The Findley school has been a traditional school up to this time.

Columbia University announces the initiation of a new course on Discussion Leadership under the joint auspices of the University Extension and of a private organization interested in adult education, called the Inquiry. It is the first course of its kind offered anywhere and aims "to provide an opportunity for those who wish to equip themselves for leadership of group meetings, classes, committees, conferences and assemblies conducted on a discussion basis." The course includes seminars and field work as well as class instruction by Professor Harrison S. Elliott and others. It is open to graduate students (with credit at Teachers College) and also to a limited number of others who may be considered qualified by previous experience.

Due to the fact that they will have

$256,000 less in 1927 than in 1926, the Board of Education of Akron, Ohio, is curtailing expenses in every way. Although every department feels the slash in expenses, the teachers' salaries and school year are not being reduced.

Our Problem: To Educate 27,000,000

A total of 27,398,170 pupils were enrolled in schools of every variety in the United States during the past year, and instruction was given by approximately 1,000,000 teachers, according to the annual report of the Commissioner of Education recently submitted to the Secretary of the Interior.

Citing further statistics regarding public education, the report shows the annual outlay for schools, both public and private, reached a grand total of $2,386,889,132, and the total value of school property was reported at $6,462,531,367. Concerning school buildings, it is shown that there are 263,280 public elementary and high school buildings in the United States, of which number 157,034 are one-room schools. There are approximately 2,500 public high schools, 2,500 private high schools, 89 teachers' colleges, 114 state normal schools, 29 city normal schools, about 67 private normal schools, 144 colleges and universities under public control, and 769 under private control.—School Life.

Meetings To Be Held

FEBRUARY

26: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A.,

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts Schoolmasters, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

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